Unit 2 Combined Paper

Period Study : Superpower relations and the Cold War

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| **Question 1**Explain two consequences of ………..Target: Analysis of second order concepts: consequence [AO2] 4 marks Knowledge and understanding of features & characteristics [AO1] 4 marks NB Mark each consequence separately (2 x 4 marks). Total 8 Marks |
|  | Mark |  |
| 1 | 1-2 |  Simple or generalised comment is offered about a consequence. [AO2] Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1] |
| 2 | 3-4 |  Features of the period are analysed to explain a consequence. [AO2] Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1] |

Marking instructions: Performance in AO1 and AO2 is interdependent.

An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1. The expectation for AO1 is that candidates demonstrate both knowledge and understanding.

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| **Question 2** Write a narrative account analysing the key events of………You may use the following in your answer:* ..
* …

Target: Analytical narrative (i.e. analysis of causation/ consequence/ change) [AO2] 4 marks Knowledge & understanding of features and characteristics) [AO1]4 marks Total 8 Marks |
|  | Mark |  |
| 1 | 1-2 | * A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]
* Limited knowledge & understanding of the events is shown. [AO1]
 |
| 2 | 3-5 | * A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence & organisation. [AO2]
* Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]

**Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.**  |
| 3 | 6-8 | * A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them & is coherent & logically structured. [AO2]
* Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]

**No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.**  |

Marking instructions: Performance in AO1 and AO2 is interdependent.

An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong in AO1. The expectation for AO1 is that candidates demonstrate both knowledge and understanding.The middle mark in Levels 2 & 3 may be achieved by stronger performance in AO1 or AO2.

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| **Question 3** Explain two of the following:* The importance of….for…
* The importance of….for…
* The importance of….for…

 Target: Analysis of second order concepts: consequence/significance [AO2]8 marks; Knowledge and understanding of features and characteristics [AO1] 8 marks.  NB mark each part of the answer separately (2 x 8 marks).  |
|  | Mark |  |
| 1 | 1-2 | * A simple or generalised answer is given, showing limited development and organisation of material. [AO2]
* Limited knowledge and understanding of the topic is shown. [AO1]
 |
| 2 | 3-5 | * An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]
* Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
 |
| 3 | 6-8 | * An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]
* Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]
 |

Marking instructions : Performance in AO1 and AO2 is interdependent.

An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1: The expectation for AO1 is that candidates demonstrate both knowledge and understanding. The middle mark in Levels 2 & 3 may be achieved by stronger performance in either AO1 or AO2.

British Depth Study: Early Elizabethan England 1558-1588

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| **Question 5a** Describe two features of …Target: knowledge of key features and characteristics of the period. AO1: 4 marks. |
| Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. |

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| **Question 5b** Explain why ………………You may use the following in your answer: * ..
* ..

You must also use information of your ownTarget: Analysis of second order concepts: causation[AO2] 6 marks. ; Knowledge & understanding of features and characteristics [AO1] 6 marks.  |
|  | Mark |  |
| 1 | 1-3 | * A simple or generalised answer is given, lacking development and organisation. [AO2]
* Limited knowledge & understanding of the topic is shown[AO1]
 |
| 2 | 4-6 | * An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]
* Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]

**Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points**  |
| 3 | 7-9 | * An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]
* Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

**Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.**  |
| 4 | 10-12 | * An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained & logically structured [AO2]
* Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]

 **No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.**  |

Marking instructions :Performance in AO1 and AO2 is interdependent.

An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1: The expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in each level may be achieved by stronger performance in AO1 or AO2.

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| **Question 5C**  ‘………………………..’ How far do you agree? Explain your answer.You may use the following in your answer:* 
*  You must also use information of your own.

Target: Analysis & evaluation of second order concepts: [AO2] 10 marks. Knowledge & understanding of features & characteristics [AO1].6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks. Total 16 & 4 |
|  | Mark |  |
| 1 | 1-4 | * A simple or generalised answer is given, lacking detail.
* Limited knowledge and understanding of the topic is shown.[AO1]
* The overall judgement is missing or asserted.[AO2]
 |
| 2 | 5-8 | * An explanation is given showing limited analysis, with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]
* Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]
* The overall judgement is given but its justification is asserted or insecure.[AO2]

**Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points**. |
| 3 | 9-12 | * An explanation is given, showing some analysis, mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation.[AO2]
* Accurate & relevant information is included, showing good knowledge & understanding of required features or characteristics of the period studied. [AO1]
* The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]

**Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.**  |
| 4 | 13-16 | * An analytical explanation is given, directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]
* Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]
* Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]

**No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.**  |

Marking instructions: Performance in AO1 and AO2 is interdependent.

An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong AO1 is. The expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level & are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level: Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.

The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

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| Marks for SPAG |
|  |  | Descriptor |
|  | 0 | Writes nothing. Response does not relate to the question.SPaG does not reach the threshold level, e.g. errors in spelling, punctuation and grammar severely hinder meaning |
| Threshold | 1 | Spells and punctuates with reasonable accuracy. Uses rules of grammar with some control of meaning & any errors do not significantly hinder meaning overall.Uses a limited range of specialist terms as appropriate. |
| Interm -ediate | 2-3 | Spells and punctuate with considerable accuracy.Uses rules of grammar with general control of meaning Uses a good range of specialist terms as appropriate. |
| Higher | 4 | Spells and punctuates with consistent accuracy. Uses rules of grammar with effective control of meaning Uses a wide range of specialist terms as appropriate. |